DOCUMENT RESUME

ED 200 772 CE 028 556

AUTHOR	Schwartz, Terry A.; Kaplan, Michael H.
TITLE	Doing it with the Cube: A New Conceptualization of Community Education.
SPONS AGENCY	Mott (C.S.) Foundation, Flint, Mich.
PUB DATE	Apr 81
GRANT	78-489
NOTE	33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Education; Cultural Influences; Environmental Influences; *Models; *Outcomes of Education; Political Influences; *Program Descriptions; *Program Evaluation; Social Influences; Values
IDENTIFIERS	Impact; West Virginia (Kanawha County)

ABSTRACT

This paper describes a community education model which represents one aspect of developmental efforts with a community education evaluation project undertaken in Kanawha County, West Virginia. It begins by reviewing relevant community education literature which, together with local data sources from Kanawha County, was used as a foundation for the model. A description follows of the conceptual model (Cube) for community education which reflects the nature of a community education program. This discussion details the interaction of three program dimensions (parameters, environment, and processes) and how the dimensions influence community education results (outcomes and impacts). The three dimensions are defined and explained in terms of their components. Program outcomes and impacts are then addressed in terms of specific results. Using one community education program outcome--community involvement--as the basis, the model's interactive nature is then demonstrated. The paper concludes with a brief note on the Cube's generalizability to urban, suburban, and rural community education programs. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200772

DOING IT WITH THE CUBE:

A NEW CONCEPTUALIZATION OF COMMUNITY EDUCATION

Terry A. Schwartz

Michael H. Kaplan

UNIVERSITY OF VIRGINIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Terry Schwartz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Session 3.09

COMMUNITY SCHOOL ORGANIZATION AND SERVICES

CE 028 556

Paper Presented at the Annual Meeting of
the American Educational Research Association,
Los Angeles, April 13-17, 1981

*This study was funded, in part, by the C. S. Mott Foundation
Grant No. 78-489
The interpretations and conclusions contained herein do not
necessarily represent those of the Mott Foundation Trustees
or Officers.

DOING IT WITH THE CUBE: A NEW CONCEPTUALIZATION OF COMMUNITY EDUCATION

Terry A. Schwartz

Michael H. Kaplan

University of Virginia

> The community education concept focuses primarily upon the community as the source and center of education, upon all its relevant sites, institutions, agencies, organizations and people. The school becomes essentially a place for cooperative planning of significant education experiences in the community and for their reporting and evaluation.
>
> In the education-centered community, contrasted to the community-centered school, teaching is an aspect of many kinds of life activities rather than an exclusive, specialized occupation carried on primarily in education facilities (Clark, 1977, p. 5).

Introduction

There is a growing interest in issues which shape Community Education (CE) research and evaluation activities. Goals and objectives that direct CE administrators are frequently lofty. Determining the "effectiveness" of CE programs requires the use of an agreed upon program framework and set of outcomes and impacts which might serve to guide the researcher/evaluator.

The CE model described in this paper represents one aspect of our developmental efforts with a large-scale CE evaluation project undertaken in Kanawha County (KC) West Virginia. The purpose herein is to describe and apply a conceptual model (Cube) for CE which reflects the nature of a CE program. Using one CE program outcome as the basis, the model's interactive nature will be demonstrated in this paper, too. Relevant CE literature has been reviewed and used as a foundation for the model as have local data sources from Kanawha County. The paper concludes with a brief note on the Cube's generalizability to numerous CE programs--urban, suburban, and rural.

Literature and Research Foundation

The literature in community education contains numerous definitions of the CE concept. The notion of "interagency cooperation and collaboration" is common to most of them; in other respects, the definitions vary. Le Tarte and Minzey (1972), for example, note that some authors construe the CE field too narrowly. Their definition combines the characteristics of community education into a broad description:

> Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization. (p. 19)

They also distinguish between program and process in CE. The former refers to specific activities, the latter to involvement and action.

Decker (1972) emphasizes the "eclectic philosophy" of community education and traces its evolution through periods of American history in which social and economic forces necessitated closer relationships between the school and community. Community education is seen less as an innovation than as a broadened conception of education as "readily adaptable to today's society and flexible enough to be adapted to the future" (p. 2). He observes that it is difficult to define community education because of the diversity inherent in having programs designed specifically for the communities in which they exist. In a later article, Decker (1975) comments on the multifaceted nature of community education and its foundation in the interaction of home, school, and community.

More recently, Kaplan (1976) has assembled eleven general goal categories of community education which have been cited in several sources (see Decker, 1978, for instance). The eleven include:

1. Needs identification and evaluation
2. School as a comprehensive agency (expanded use of school facilities)
3. Human and physical resources
4. Coordination and interagency cooperation
5. Involvement and participation
6. Communications
7. Leadership
8. Health
9. Enrichment and cultural activities
10. Recreation and social activities
11. Social problems and issues.

After examining seven popular definitions of CE, Clark (1977) concludes that community education is both an operational philosophy and a system for community development. From various definitions he unearthed, he extracts five major common components:

1. Lifelong learning experiences
2. Human, physical, and financial community resource utilization
3. Interagency cooperation
4. Involvement of community members
5. Life-centered "core curricula."

At the national level, the criteria for community education programs combine aspects of several definitions. The Community Schools and Comprehensive Community Education Act of 1978 defines a community education program as

> . . . a program in which a public building, including but not limited to a public elementary or secondary school, or a community or junior college (or a related extension center), is used as a community center operated by a local educational agency in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, health care, cultural, and other related community and human services for the community that the center serves in accordance with the needs, interests, and concerns of that community. (Federal register, 1979, p. 38386)

Minzey (1978) insists that while the philosophy of community education is considerably more complex than the original thought of "add-on" after school classes, it cannot be all things to all people. His listing of the six components of community education is widely quoted as basic for CE:

1. Integration of community resources into the required school curriculum
2. Extended usage of school and community facilities
3. Optional enrichment programs for youth
4. Optional enrichment programs for adults
5. Coordination and cooperation between other agencies and organizations
6. Citizen involvement.

In KC Schools, CE is viewed as a process that takes into account all of the social, cultural, service, and educational elements of the community in order to provide for maximum utilization of public facilities and services to meet relevant individual and community needs. The process includes systematic assessment of community needs, review of existing resources, and involvement of community residents (Community education advisory councils come together, 1978, p. 4).

In order to develop a program design that reflected the specific nature of the CE program under study, specific sources from KC were consulted. Interviews were conducted with both CE staff and other agency staff members, and site visits were made before the CE model was completed. In addition, members of the administration of the KC Public Schools were presented with a draft of the evaluation plan at a Superintendent's Cabinet Meeting. As a result of their input, further modifications strengthened the model. Because the CE director in KC has maintained files since the program originated, a wealth of material was available for study. The team examined the monthly reports submitted to the

director by CE coordinators, the various formats in which the reports have been made, the annual reports based on aggregates from monthly reports, and the school system's annual report in which CE is mentioned. The annual CE report summarizes program accomplishments in agency cooperation, citizen involvement, and staff development along with summaries of the administrative responsibilities of coordinators, financial data, and "highlights" of the year.

The numerous forms and memos prepared for the regular operation of the program were usable resources. Among those were forms for class rosters, yearly enrollment totals, class outlines, payroll, sample surveys for participant satisfaction, financial reports, and applications for vocational instructors and forms verifying work experience (state-level forms). Memos included facility-use guidelines, salary scales, semester time schedules for CE coordinators, contributors to the program, lists of funding sources, notes on locating community resources and encouraging interagency cooperation, comments on the role of advisory councils, notices on making tuition classes self supporting, and explanations of the roles and responsibilities of all CE personnel.

Workshop activities, such as those from the 1977 Advisory Council Workshop, had been summarized and duplicated for distribution. The training and staff development sessions for CE coordinators were recorded. Handbooks prepared for advisory councils and CE teachers had

been updated regularly with useful names, addresses, and phone numbers and bibliography along with explanations of the CE philosophy and of their roles and responsibilities in the program.

The director has prepared for public dissemination numerous brochures. Among the titles are Community Education, Career and Community Education, Why Have Career and Community Education in Kanawha County? and A Tribute to People: History of Community Education in Kanawha County Schools. One booklet, Community Education-Kanawha County Schools, has appeared in several versions. The most recent includes prefatory letters by the Superintendent of Schools, the Assistant Superintendent for Vocational and Community Education, and the Director of Community Education; the CE philosophy for the county; a listing of CE center names, addresses, phone numbers, and directors; registration information; and descriptions of the more than 100 classes offered through CE. Because staff members regularly have informed the community through the media of available programs, the director also has compiled scrapbooks of newspaper clippings and photographs documenting county-wide CE activities.

Team members examined the objectives of the past three years submitted to the superintendent by the CE director. The 1979-80 goals and objectives submitted to the director by the individual center coordinators were also studied. The center goals reflected different emphases

depending on the needs or interests of the community; some goals were stated more behaviorally than others. There was a degree of consistency in that most goals were organized around areas such as communication, funding, leaderships, curriculum, public services, and organization involvement.

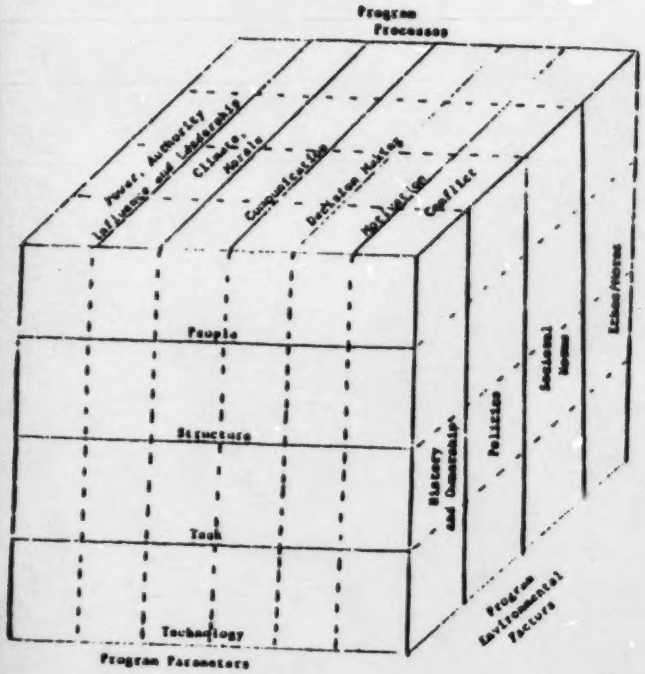
General sources included the agreement signed with the Parks and Recreation Department for joint sponsorship of programs, the resolution which established CE in the county, and the organizational chart of the KC schools. Demographic data were available from yearly school system guides, maps, and county planning commission reports on such topics as housing and the environment.

Several factors are common to most CE definitions and objectives. Those who will be affected by the program will be involved in program decision-making processes. Community agencies and services will be coordinated through the program. The expanded use of school and community facilities will extend educational, recreational, social and cultural opportunities for community residents. In other respects, the definitions differ more by emphasis than by substance or spirit.

The Cube[1]

A three-dimensional, interactive, dynamic program design, whose dimensions influence CE results (outcomes and impacts) in terms of their attainment was developed to serve as the program conceptualization for

DIMENSIONS: the CE program dimensions are:



RESULTS

OUTCOMES: the CE program outcomes will be:

1. Coordination & expansion of existing community services & programs
2. Provision of educational services & programs to all sub populations in the community
3. Expansion of the use of schools
4. Provision for the integration of and mutual reinforcement between K-12 instructional and CE programs
5. Increase in community involvement in school and in other public decision making processes
6. Coordination between schools & non-school governmental agencies & private agencies & associations

IMPACTS: The CE program might have an impact on:

1. Community support for schools
2. Teachers and administrative staff attitudes toward community
3. Self-help activities undertaken by the community
4. School vandalism
5. Participation of citizens in school decision making
6. Participation of citizens in non-school decision making
7. Drug and alcohol abuse in community
8. Development of curriculum materials
9. Securing legislation favorable to CE
10. Delinquency of youth
11. Understanding of cultural differences
12. Sense of community
13. "Quality of Life"
14. Academic achievement of students

-9-

Figure 1. DIMENSIONS AND RESULTS OF CE PROGRAM

the evaluation. The program dimensions--parameters, environment, and processes--interact with each other. The results of such interactions allow the program to be productive (i.e., to have outcomes) and to be meaningful (i.e., to have impact) relative to clientele served. The relationships among the dimensions of the program are presented in Figure 1.

In looking at the dimensions of the program, a reader could ask, "What makes those dimensions appropriate for a CE program description?" A response lies in the evaluator's assumptions about community education programs--that CE programs have a programmatic orientation and a process orientation, and that such programs must exist within an environment or community. Thus, the programmatic dimension of CE is defined here by the parameters of structure, task, people, and technology (Leavitt, 1965). Interestingly, these four variables were conceptualized originally as interacting change variables. Since CE can be viewed as an innovation or as an effort for planned change, the use of these parameters as dimensions of a CE program seems doubly appropriate.

The process dimension in the program description recognizes the emerging importance of process considerations to CE (Warden, 1979). The specific processes are relevant to the program in Kanawha County.

An environmental dimension comples the cube. These environmental factors provide the variables of the context in which a CE program must exist, particularly the program in KC. As with the other dimensions--

program parameters and program processes--each element within each dimension interacts with all other elements. And, it is such interactive behavior which foreshadows the complexity of a program.

Dimensions

CE in KC is quite complicated in terms of the program's parameters, processes, and environment. In developing this program design or framework, the evaluation team attempted to capture that particular complexity. Program Parameters: the components of the CE program; its people, tasks, structure, and technologies.

Technology: the tools and resources of the trade or the nature of the work within the program; product vs. process orientation; routine vs. non-routine operations or procedures. For example:

Instruction
Consultation
Intervention
Evaluation
Reporting procedures
Books
Policies
Management-by-objectives

Task: the work of the program and its degree of independence vs. interdependence, salience, relevance, clarity (ambiguity vs. structure); complexity/abstractness vs. simplicity/concreteness; maintenance vs. that which gives the program order and system. For example:

Publicity
Scheduling
Registration

Advisory council meetings
Proposal writing
Developing reports
Designing and implementing needs assessments

Structure: physical location; chain of command; size; specialization/role; and division of labor, formalization centralization, and stratification.

For example:

Organizational chart
Relationship of coordinators to director and to principals
Salary schedule
School/center facilities

People: those individuals alone and in groups and their knowledge, skills, attitudes, and needs which are brought to bear on the program.

For example:

Superintendent and board members
Central office personnel
Principals
Regular K-12 students
Regular K-12 teachers
Other school staff members including community school coordinators and CE directors
Community agencies (non-governmental)
Governmental community agencies' staff and government officials
Advisory committee chairperson and members
Citizenry - pre-school; school-age, grades K-12; out-of-school youths, age 16-21; adults 22-64; elderly, age 65+.

Program processes: The psychological texture of the program--patterns styles, responsibilities of people's behavior.

Power, Authority, Influence, and Leadership: the means by which one can alter or modify the behavior or attitudes of another person or

persons. Influence is the process; power and authority are that which enable the modification; and leadership is the behavior. For example:

Force
Exchange/bargaining
Persuasion
Charisma/magnetism
Socialization
Compliance

Climate and Morale: the "interpersonal milieu" (Owens, 1970, p. 194) created by the people connected with a program and their resultant perception that staff needs as well as client needs are being met. For example:

Concern for task and people
Emphasis on creativity and growth
Developmental orientation

Communication: the mechanism by which information is transmitted from one person or group to another person or group, where it is then received. For example:

Word of mouth
Brochures
Newsletters
Newspapers
Radio
Television
Memoranda
Meetings/Meals
Telephone

Decision Making: the process which one alternative is selected among many to determine a course of action for the program. For example:

Identifying problem (issue)
Delineating
Gathering information
Generating alternatives
Choosing alternative
Evaluating outcome

Motivation and Job Satisfaction: the process by which people's needs are acknowledged (met or unmet) and meshed or integrated with those of the program. For example:

Participation
Chance to do interesting work
Expectancies
Instrumentality

Conflict, Cooperation, and Collaboration: the outcome of the process by which people, structure, task, and technology are managed and integrated; it is the degree to which differences in a program are blended. For example:

Coordination
Congruence
Thrust
"Common Good"
Getting along
Resolution

Environmental Factors: The sociological texture of the program; the intervening variables which affect expectations held for the program by various individuals and groups.

Ethos/Mores: the patterns of values held by the community which surrounds the program; these values affect (and effect) behavior within the program.

Culture/Society/Norms: the collection of standards (moral, religious, philosophical) which establish the "ways of life" (Getzels, Lipham, & Campbell, 1968, p. 102) in the county.

Politics: the activities of special interest/pressure groups formed to compete for resources over values or over priorities and goals. The groups should be legitimated in some way.

History and Owenship: the past patterns of all of the above, the events of the past which can be documented to provide explanation for the development of the current program and its future.

Results

Program Outcomes: the immediate and direct results of the operation of the CE program; those elements which are expected to obtain from the implementation and conduct of the program.

Coordination and expansion of existing community services and programs: One might see the mutual referral of clients, the shared use of facilities, equipment, materials and personnel and volunteers for projects, and the funding of projects jointly as examples.

Provision of educational services and programs to all subpopulations in the community: One might see the presentation of structured experiences (academic classes for credit and enrichment classes which are non-credit), the provision of direct/health/social services, and the presentation of recreational/social activities as examples.

Expansion of the use of schools: One might see an increase in the days or hours buildings are open, in the different facilities used, and in the different people using facilities as examples.

Provision for the integration of and mutual reinforcement between K-12 instructional and CE programs: One might see the utilization of community residents as resources to assist with K-12 programs and/or the identification of student needs in the academic area and resultant delivery of services as examples.

Increase in community involvement in school and in other public decision-making processes: One might see increased community participation in local community meetings, in local cultural, social, or recreational activities, and in the organization and administration of community needs assessments as examples.

Coordination between schools and non-school governmental agencies and private agencies and associations: One might see the shared use of facilities, equipment, personnel, and funding among different agencies as examples.

Program Impacts: the long-range and/or indirect results of the operation of the CE program; those elements which can not be expected as outcomes of the implementation and conduct of the program. The CE program might have an impact on:

Community support for schools: The way community support for schools manifests itself, including parent cooperation with teachers, citizens volunteering their services in the classroom, the passing of bond issues, and positive comments by the media.

Teachers and administrative staff attitudes toward community: The way the school staff perceives its relationship with the community including positive and/or negative feelings about cooperation, finance, participation, and support.

Self-help activities undertaken by the community: The way programs, projects, or classes that community residents become involved in make them less dependent on others. These activities may include anything from woodcraft to health care, but they all emphasize self-sufficiency.

School vandalism and delinquency of youth: The way dysfunctional behavior on the part of youth manifests itself, including classroom misconduct, school property damage, fighting among youths, assaults on teachers, and murders.

Participation of citizens in non-school decision making: The way citizens may become involved in decision making outside of the school. This would include participating in the formal government structure at any level, voting, attending public meetings, or organizing interest groups.

Drug and alchohol abuse in community: The prevalence of the abuse of drugs and alcohol use in the community as determined by such indicators as: number of illegal drug prosecutions; number of drug confiscations from youth in schools; reports from parents and teachers concerning drugs and alcohol use; and reports from local alcohol treatment agencies.

Development of curriculum materials: The way tangible items, are used to enhance the learning process, (such as textbooks, basketballs, sewing needles), are created.

Securing legislation favorable to CE: The way laws passed by the formal government structure contribute to the development of CE.

Understanding of cultural differences: The way an understanding of cultural differences would be revealed in the attitudes and behaviors of citizens, as in the prevalence or lack of racial tension.

Sense of community: The way attitudes and behaviors of individuals are manifested when people feel they have something in common with those living in their proximity. In essence, a feeling of unity which may pervade the residents of a particular area because of common characteristics such as race, ethnicity, socio-economic status (SES), religion, heritage, or geography.

"Quality of Life": The way life happiness or satisfaction of individuals may be manifested or perceived, including both physical and psycho-social indicators.

Academic Achievement: The way students in the public schools manifest their progress or lack thereof in learning reading, 'riting, and 'rithmetic, as indicated through such items as standardized achievement test results, classroom grades, and teacher observations.

In developing the results which could be expected from the program delivery, both direct and indirect kinds are indicated. Outcomes are seen as results which are probably directly related to the CE program; also, they are viewed as being able to be realized within a relatively short span of time from program inception. Impacts, on the other hand, are seen as results which may be related only indirectly to the CE program; also, they are viewed as being realized only after a rather long period of time has passed from program inception.

The Model's Interactive Nature: An Example

Imagine yourself as a CE researcher about to study, firsthand, a CE project. Available in your tool kit is a portable Cube which could be (in a sense) "put on top" of the project under investigation. As the researcher, you could begin by peering through any of the three dimensions of the Cube to determine how and to what extent individual elements in the dimensions are affecting any of the CE outcomes.

It is significant to note that CE is a dynamic, evolving concept. A host of variables (the elements in the Cube's three dimensions) operate individually and in different combinations (interactively) to influence local

outcomes and impacts. Consequently, CE takes on an identity which reflects the locality served.

To illustrate the model's interactive qualities, we will focus on community involvement (outcome 5) efforts over an eight-year period at the Washington (WA) CE Center in the George Washington (G W) service region of Kanawha County.

In CE the advisory or community council is the most common vehicle for achieving greater participation of local citizens in planning and problem solving. Consistent with this notion, 145 people came to be introduced to the CE notion at G W High School in 1972. Eventually, the group formed a working nucleus decreased in size, and a council was formed, complete with operating guidelines. The WA community council has helped to achieve greater community involvement in many areas. This involvement can be viewed through the lenses or elements in each dimension (program parameters, program processes and program environmental factors) of the Cube.

Program Parameters

Customarily, the individual responsible for administering a CE program is the CE coordinator. At the WA CE center, the CE coordinator has been able to elicit help from the council on a variety of technological procedures; e.g., evaluation and program development. Every spring the council reviews the year's accomplishments in an attempt to assess progress on the CE plan for the year. From this knowledge, new goals and objectives are established by the council for the next year.

The CE coordinator consults with individual council members whenever necessary. As a body, the council has been instrumental in giving its support to at least two major projects in the G W area: a recreation center; and a satellite library. Council members have intervened in many less major projects, too. They have helped organize civic, recreational, and cultural events which are open to and available for young and old from all areas of the G W service territory.

Indirectly, the council's input has been instrumental in changing certain policies at G W. For example, the WA CE center is fully responsible for the school's drama performances and for coordinating the use of the high school plant.

Mature CE programs such as the one at WA are comprehensive in scope. To sustain such an effort requires careful attention to a great many tasks. The CE coordinator performs many of these tasks and coordinates all of them. The WA CE council's first major project was to develop and administer a needs assessment. High school students assisted and the results were used to plan initial program offerings. In addition, council members have helped through the years to publicize program offerings.

Conducting its own regularly-scheduled meetings is probably the council's most important task. An agenda is planned by the president (chair) in cooperation with the CE coordinator. Meeting dates and locations are set for the year. Attendance at council meetings has decreased from

40-45 in 1972 to 20-25, currently. Task forces are used as a method by which council members can select projects of personal interest. This division-of-labor further provides for a closer linking of council projects to the council's goals than would other wise be obtained.

There are several structural aspects of CE which are observable. CE in KC is physically based in public school buildings almost exlusively. Each CE coordinator reports to his/her principal and to the County's Director of CE. In a sense, the coordinators distribute chunks of their loyalty to two individuals: (1) the CE professionals conduct their own staff meetings. They also develop plans for their professional growth. (2) The coordinators respond to principal and teacher requests.

Structually, the WA CE council does not have a relationship to the parent advisory committee of G W; nor does the WA council have a relationship with councils at other CE centers or with the county school board. Representatives from other human service agencies would not be likely to explore linkages with WA through council members. Such discussions would most likely be held with the CE coordinator.

People affect every aspect of CE. Initially, CE was implemented at G W in an attempt to bring about a better understanding between the two dominant groups in the area: the "hillers" and the "creekers". The CE system is driven by people: people serve on the council; people participate in programs; and people provide instruction or deliver specific services.

People are vital to the WA CE council. Their continued involvement has helped CE grow enormously. Writers in the CE field discuss the importance of achieving a representative balance on CE councils. The WA council has not been completely successful in striving for this balance, emphasizing program delivery and membership to "hillers."

Program Processes

Leadership is a critical factor in CE. At the WA center both the coordinator and members of the council function as leaders. In their leadership endeavors, these people have become involved in power struggles. Moreover, they have used their steadily-growing influence to improve the quality of life in the G W area. By organizing supp... the region, the council has been able to wage a five-year effort with local authorities in order to establish a recreation facility adjacent to the school. Bargaining, negotiating, and persuading were necessary strategies to finally win the battle.

The council proved itself a successful on-the-job training device in politics for at least one of its members who served as a member and later was appointed to a vacant seat on the City Council. Thus, the council serves to socialize its members toward participation and leadership. In addition, the council is not without its own charismatic dimension. Council members talk about CE as something contagious. One member remarked that she was "drawn" into the council's activities by "an almost magnetic feeling."

Climate and morale characterize every CE program. From its beginning, the program at WA has grown to reflect new community needs and new programming possibilities at G W High School. Four major components comprise the WA CE program: recreation, enrichment, academics, and service. The CE coordinator has made a tremendous attempt to be sensitive to special interests within the service region. Thus the council pushed hard for a recreation center in South Hills. When it was discovered that "creekers" were not eager to drive 50 or 60 miles roundtrip to participate in programs at G W, the coordinator was able to provide services at Washington Junior High, a facility much closer to these outlying residents. CE is a process which demonstrates a deep concern for people.

The communication process in every CE program affects the level of participation. A comprehensive, newspaper-like tabloid is published and distributed regularly throughout KC. Because they receive such information, residents are able to identify activities for themselves, their families, and their friends. At WA, the council supplements the County-wide effort at publicity by identifying specialized needs and planning strategies to meet those needs. Brochures publicizing dramatic or musical events are distributed throughout the G W area, too, in an attempt to draw large profit-producing crowds. Council members also "spread the word" in their neighborhoods that the WA CE center is ready to launch

a new programming semester. The transmission of such information increases participation in the CE programs.

In our study, we discovered that a number of area residents had mentioned that there ought to be a branch of the County library at G W. It was suggested that the community council coordinate a decision-making process relative to the library issue. A task force of council members sought information about opening such a facility. Their efforts led them directly to the director of the county library system and to the G W High School librarian. As a result of careful planning, support of the library staff, and a school administration agreement, a satellite library was obtained and officially dedicated in early 1980. The library is open to area residents and required no major capital expenditures. This experience demonstrates one way in which an active council can influence decisions related to school-community issues.

Why people become involved with local councils and CE programming has a lot to do with their own motivation. For some, the opportunity to get involved with a community improvement project such as the recreation center near G W is central. For others, a chance to meet different people and to make the commitment to participate is the focal point.

Members of the WA council were influenced by feelings of job satisfaction. Its members were aware of the successful efforts of WA's CE coordinator. Moreover, the council was in tune with its own accomplishments over an eight-year period. Documentation, using paper and photographs, of these successes serve as constant motivators for future actions.

Efforts which lead to the improvement of a community's quality of life are likely to lead to conflict, cooperation or collaboration. During the past eight years, the CE coordinator and the council have established a solid, trusting relationship. Council members have been encouraged to build individual and group relationships with agencies, organizations, and officials that could be helpful in furthering WA's goals. These relationships are not without their stormy times. The CE coordinator, too, has had to develop effective conflict management skills in order to satisfy many constituencies.

Collaborative working relationships with other agencies are evident at WA. Such symbiotic relationships have resulted in the ability to do more for both G W residents and high school students.

Program Environmental Factors

Ethos and mores refer to the value patterns of community. Awareness of and sensitivity to those values have been sought by the WA council. There is still concern over not being totally successful at closing the values and mores gap between "hillers" and "creekers." Many believe it is not possible. But knowing how "creekers" see the world differently from "hillers" has made it possible to plan more effective CE programs in the G W area.

It has been noted that two distinct groups inhabit the service region of the WA CE Center. The more affluent residents of South Hills have different standards for themselves than do the poorer residents of the

hills and hollows in outlying areas. Yet the CE council, in cooperation with the coordinator, is expected to design a program which appeals to all ways of life. The sociological flavor of CE is affected directly by moral, religious, and philosophical beliefs of people; the WA CE center's participants are not different.

Politics governs many aspects of human interaction. Political dynamics operate in connection with the WA CE program. For example, political pressure brought to bear by the council eventually led to approval of the recreation center for G W. Second, interdepartmental school politics and special interest lobbying have resulted in the CE coordinator teaching a high school course in anthropology, even though the social studies department does not budget funds for the course.

The WA CE council is not legitimized like a school board, however. It really functions because its members are motivated and committed to do so. Success in political arrangements depends on the ability to exchange--to give and to take. Additionally, success in CE politics brings the CE special interest group in conflict with other school-based groups. Building internal support for CE has been an on-going quest at G W and within the County. Working out differences through "artful" political negotiating has become a hallmark of CE at the WA CE center.

As with many other CE programs, WA's has developed a flavor all its own. The program has a history which has been carefully documented during the past eight years. Annual reports and council minutes provide

insights into how the program has evolved. Because a council has been active throughout the program's development, there is a feeling of ownership towards CE on the part of council members. And, the notion of ownership is consistent with CE literature; an operating assumption is that people will claim ownership of a program that they have helped develop.

Generalizability

To what extent can the conceptualization of CE described above--developed as part of the evaluation of a specific program--be used as a more general model of CE? or to what extent is this model valid as a conceptualization for other CE programs? Only continuing application and use will provide "hard" evidence of the Cube's generalizability. The comprehensiveness of the model, with its design based on a synthesis of program descriptions from a vast amount of CE, provides a different kind of evidence for viewing the model as being generalizable. The dimensions and results encompass most of those characteristics which would or should be found in other settings. The value of the model is that it may be used to describe individual programs as well as to help CE personnel and others to understand more completely the concepts, processes, interactions, and products of CE work.

Reference Notes

[1]This section forms the basis of an article submitted to Jossey-Bass, Inc. for NEW DIRECTIONS: Continuing Education entitled COMMUNITY EDUCATION: A Vehicle for Community Problem Solving.

References

Clark, P. A. Community education and its major components. Journal of Teacher Education, 1977, 28, 5-8.

Community education advisory councils come together. Charleston, W.Va.: Kanawha County Schools, 1978.

Decker, L. E. Foundations of community education. Midland, Mich.: Pendell, 1972.

Decker, L. E. The need for conceptual framework. NASSP Bulletin, 1975, 59, 5-15.

Federal Register. Washington, D.C.: Department of Health, Education and Welfare, June 29, 1979.

Kaplan, M. H. CEGI-4: The community education goals inventory. In J. W. Warden (Ed.), Towards community: A community education source-book. Charlottesville, Va.: Mid-Atlantic Community Education Consortium, 1976.

Leavitt, H. J. Applied organizational change in industry: Structural, technological, and humanistic approaches. In J. G. March (Ed.), Handbook of organizations. Chicago: Rand McNally, 1965.

Le Tarte, C. E., & Minzey, J. D. Community education: From program to process: Midland, Mich.: Pendell, 1972.

Minzey, J. D. Community education--another perception. In M. H. Kaplan and J. W. Warden (Eds.), Community education perspectives. Midland, Mich.: Pendell, 1978.

Warden, J. W. Process perspectives: Community education as process. Charlottesville, Va.: MACCE, 1979.